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REPORT OF THE PILOT PROJECT FOR THE TRAINING OF TEACHER AIDES, DETROIT PUBLIC SCHOOLS, SUMMER, 1966.

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AS A RESULT OF THE SUCCESSFUL EXPERIENCE IN FOUR PILOT SCHOOLS, IN WHICH APPROXIMATELY 350 AIDES WERE EMPLOYED WITHOUT THE BENEFIT OF PRE-SERVICE ORIENTATION OR TRAINING, A GRANT WAS SOUGHT AND ATTAINED FROM THE U.S. OFFICE OF ECONOMIC OPPORTUNITY FOR A PILOT PROJECT TO TRAIN TEACHER-AIDES. FORTY AIDES AND FORTY TEACHERS WERE SELECTED FROM FOUR PILOT SCHOOLS TO PARTICIPATE IN THE PROJECT. SINCE THE FEASIBILITY OF USING AIDES IN CLERICAL, MONITORIAL, AND ROUTINE TASKS WAS WELL ESTABLISHED, IT WAS DECIDED TO INVESTIGATE THE POSSIBILITY OF USING AIDES AS SUBPROFESSIONALS, WHO WOULD PERFORM SELECTED TEACHING TASKS. TEACHERS IDENTIFIED TEACHING TASKS, THAT COULD BE PERFORMED IN TOTAL OR IN PART BY A TRAINING AIDE. PARTICIPANTS IN THE PROJECT ATTENDED LECTURES, MADE LESSON PLANS, HAD A DAILY IN-CLASSROOM PRACTICUM, EVALUATED THEMSELVES AND WERE OBSERVED BY CONSULTANTS. EVIDENCE GATHERED IN THE PROJECT WAS THE BASIS OF SEVERAL RECOMMENDATIONS FOR THE NEED FOR--(1) CITY-WIDE STANDARDS FOR EMPLOYMENT OF AIDES, (2) SPECIFICATIONS OF ORIENTATION AND PRETRAINING, (3) ON-GOING SUPERVISION AND EVALUATION, (4) TO TRAIN TEACHERS TO USE AIDES EFFECTIVELY, AND (5) GENERAL POLICIES CONCERNING TASKS AIDES PERFORMED, TEACHER RESPONSIBILITY FOR AIDES, RESPONSIBILITY FOR DISCIPLINE AND PUNISHMENT, ETC. THE FORTY PARTICIPATING TEACHERS IN THE PILOT PROJECT WORKED OUT TENTATIVE ANSWERS TO THESE QUESTIONS. BRIEFLY, PRE-SERVICE EXPERIENCE IS NECESSARY, TRAINING MUST BE DONE BY LOCAL EDUCATORS, AND THEY SUGGESTED MINIMUM AGE AND EDUCATIONAL QUALIFICATIONS FOR THE VARIOUS CATEGORIES. DETROIT'S TEACHER-AIDE PROGRAM HAS BECOME INSTITUTIONALIZED TO THE POINT THAT THE RELEASE FROM NONTEACHING CHORES NOW APPEARS AS A CONTRACT ITEM BETWEEN THE DETROIT BOARD OF EDUCATION AND THE DETROIT FEDERATION OF TEACHERS. SALARIES FOR AIDES LISTED IN THE DOCUMENT RANGE FROM $1.25 PER HOUR TO $3.50 PER HOUR DEPENDING ON RESPONSIBILITY AND QUALIFICATIONS. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM DETROIT BOARD OF EDUCATION, 2322 DUBOIS, DETROIT, MICHIGAN 48207. (FP)

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REPORT OF THE PILOT PROJECT FOR THE TRAINING OF TEACHER AIDES DETROIT PUBLIC SCHOOLS, SUMMER, 1966

Martin Kalish, Principal, Miller Junior High School
Director Pilot Project

Detroit was granted funding under Title I of the United States Education Act for the employment of teacher aides in the regular daytime program for the first time in February of 1966. Prior to that time approximately 500 teacher aides were used, but only in our after school program. The funding that was recieved in February of 1966 made it possible to employ approximately 350 aides in the regular daytime program. Since Detroit has 178 out of 310 schools that qualify under Title I, it did not seem fruitful to try to spead 350 aides over 178 schools. In consequence, four schools were selected for a "saturation" approach. Schools selected were the Jones Elementary, Miller and Hutchins Junior High and Northeastern High School. Approximatley 150 aides were recruited and employed by the staffs of these four schools. The other 200 aides were allocated to various schools throughout the city on a token basis of one to four each. Since pre-service training funds were not available, these aides were placed in the schools without the benefit of pre-service orientation or training.

In spite of this obvious deficiency, our original contact with the aides indicated there was great potential here. Teachers in most cases accepted the aides readily and indicated that they were of great help, especially in the areas of clerical, monitorial and routine tasks. By releasing the teachers in these ways most teachers found that they could provide more individual attention and come closer to teaching a full 60 minutes out of every hour. More teachers requested aides than could be provided under existing allocations.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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There is no longer any question in our minds that an aide can be successful and make a significant contribution to any school in the area of clerical, monitorial, and routine tasks. It was also true, however, on the basic of our experiences that teachers had to provide the aides with the in-service training necessary for them to function effectively. The precise position of the teacher and the aide in the classroom needed study. Training, in advance of placement, we felt, would uncover new problems and insure higher performance.

As a result of the experience in the four pilot schools Dr. George Owen, Director of the Department of Continuing Education applied for and Detroit was granted the sum of $57,000 by the United States Office of Economic Opportunity for a Pilot Project in the training of teacher aides. The Project began on June 27 and ended August 5, 1966. The principal and staffs of the four pilot schools were asked to select aides already working in their buildings who would benefit most from the proposed training. Forty (40) aides and forty (40) teachers were selected to participate in the Pilot Project.

Martin Kalish, Principal, Miller Junior High School was appointed Director. The staff included Assistant Directors: George Pudock, Assistant Principal at Miller; Reginald Ciekajlo, Assistant Principal of Hutchins; and Rober Dupuis, Assistant Principal, Northeastern.

Since we were confident that the question of the feasibility of using aides in clerical, monitorial, and routine tasks was well established, we decided to take as our project problem the possibility of using aides as sub-professionals. We wanted to try out the use of aides in the performance of selected teaching tasks. Teachers would be asked to take a critical look at what they, themselves, do in the

classroom to identify those teaching tasks that could be performed in total or in part by a trained aide. One week without aides present was devoted to this task. Aides and teachers would be asked to indicate what training was necessary in order to prepare the aide to perform these sub-professional tasks. Aides and teachers would be asked to try out, in actual classroom situations, the aide's performance of these sub-professional tasks. Evaluators would work closely with the aide and teacher to determine the degree of success and failure and the reason for either.

To give some indication of the breadth of classroom experiences, the following is a list of classes in which teacher aides functioned on a sub-professional level:

Headstart	Family Living 12th	Art Appreciation
4th, 5th, Math, Rem.	9B English	Adv. Instrumental
Library	7B-7A Math	Food, Clothing 4-6
English 8A	Piano	Typing, 12-[illegible]
Graphic Arts	English 11th	English 10th
Music 4-12	Remedial Math 4-10	Civics 12th
Plastics, Leather 4-9	Remedial Reading 2-6	Clothing 10-12
Homemaking, Advanced	9B-9A World History	Homemaking
11B-11A Amer. History	8B Math	Electronics 10-12
Physics	Drama	Science 4-9
Dance 1-9	Industrial Arts 4-6	Typing 4-9
19th Century Archaeology	Amer. History 2 11A-12B	Math
Biology 10B-11th	Family Economics 12th	

Supplementing this actual work experience in the classroom was a series of forty (40) lectures and discussion sessions conducted daily by Wayne State University Professors and Detroit's Division for Improvement of Instruction Personnel and ranging over the following topics:

Daily from 9:00 to 10:45 A.M.

What is the teacher aide role.

Guidance and counseling.

Child growth and development.

Community School involvement.

Health services.

Special education.

Medical information.

Reading methods.

Early childhood education.

Discipline.

Helping the problem child.

Educational broadcasting.

Understanding behavior.

How does the aide work with the teacher.

Structure of education.

Motivation for learning.

Library skills.

Attendance procedures.

Testing and measurement.

Social services.

Audio-visual aides.

Mental health.

Record keeping.

Curriculum laboratory.

Bringing beauty to the classroom.

New horizons in education.

11:00 to 12:30 P.M.

Teacher aides were assigned to sponsoring teachers located at the Duffield Elementary School, Miller Junior High School and Northeastern High School, for in-classroom practicum. Daily lesson plans and evaluation were completed by both teachers and aides. Consultants observed the work of the aides in the classroom situation for evaluation purposes.

SOME SUCCESSFUL SUB-PROFESSIONAL TASKS
FOR TRAINED TEACHERS' AIDES

Helping to determine report card marks.

Showing and commenting on film strips.

Checking homework.

Tutoring individual students.

Demonstrating to the class.

Supervising class work while teacher works with a small group.

Being in complete charge of the class for brief periods.

Reading to the class.

Making health examinations.

Leading play and games.

Making anecdotal notes on students.

Encouraging students to extend themselves.

Sponsoring a student activity.

Working on a faculty committee.

Preparing visual materials.

Suggesting possible classroom activities.

Monitoring tests.

Working with small groups on a project.

Leading oral reading.

Correcting student oral speech errors.

Dictating objective tests, spelling words, etc.

Acting out stories.

Supervising practice (piano, dance).

Stopping disruptive student behavior.

Arranging for speaking.

Relating work or travel experience to the class.

Helping to coach a school team.

Counseling students on safety and health.

1:00 to 3:00 P.M.

Aides and teacher met with consultants to plan and evalute the in-class work of the aides. Some of these sessions were devoted to teacher and/or aide problem and additional lectures and discussions.

Each day the teacher and the aide were allowed time to develope a cooperative lesson plan. The teacher indicated the general plan of work for the next day's lesson divided into various teaching tasks. The aide and the

teacher then reviewed the next day's lesson plan to determine those places in the lesson where the aide could in whole or in part perform an instructional function. These teacher aides tasks were then specified in the daily cooperatice lesson plan. At the conclusion of the days teaching, the teacher and the aide separately evaluated the sub-professional tasks performed. The teacher and the aide reacted to the following questions:

In general, how well were the aide's activities accomplished?
What were the most effective activities of the aide? Why?
What were the least effective activities of the aide? Why?
Looking back, can you think of other activities which the aide could have done to make the lesson more effective?

3:00 to 4:30 P.M.

Project staff planning and evaluation sessions.

Incorporated in the daily routine and in occperation with the Bank Street College of Education was a series of tests to gather teacher aides information regarding:

Personnel and education background. Achievement levels.
Intelligence scores. Personality inventory.
Apptitude inventory. Attitude inventory.

As a result of the materials gathered through the above testing instrucment some rather interesting factors were isolated.

AGE

Range: 18-57
Distribution:

18-21	22-25	26-29	30-33	34-37	38-41	42-45	46-49	50-53	54-57
7	2	6	4	6	1	6	4	2	2

MARITAL STATUS

Married	20
Single	10
Divorced	7
Separated	3

EDUCATIONAL INFORMATION

Highest grade completed: Range from grade 10 to 3 Years of College.

HIGHEST GRADE COMPLETED	NUMBER OF AIDES
10	1
11	2
12	13
College Freshman	7
College Sophomore	13
College Junior	4

Number of Years Since last schooling	Number of Aides
1	9
2	4
44	1
5	2
6	1
8	1
10	1
11	2
12	1
14	2
15	2
17	1
18	2
20	1
24	2
26	3
28	1
33	1
34	2
38	1

SOME SAMPLES PRIOR OCCUPATIONS

EDUCATION	EXPERIENCE
High School Graduate	Apprentice Mortician Nurses' Aide
2 Years Business College	Cashier
2 Years College	Sales Clerk at J.L. Hudson
2 Years College	Stouffer's Restaurant Cook
High School Graduate	Sales Clerk
½ Year College	Licensed Practical Nurse
2 Years College	None
1 Year College	Clerk Typist
2 Years College	Window Trimmer
11th Grade High School	Public Service Attendant
2 Years College	Make Draperies
High School Graduate	Alterations
High School Graduate	County School Teacher Mississippi
10th Grade High School	Sales Clerk
11th Grade High School	Only Teacher Aide
High School Graduate	Supermarket Cashier
High School Graduate	Fountain Sales
2 Years College	Nurses' Aide
2 Years College	Board of Education Lunchroom

This information indicates that there are a large number of adults in the Detroit community, especially parents, with relatively high degrees of educational attainment, willing and able to serve as teacher aides. Many of these people have never effectively used the educational background that they possess. With training these people can be most effective additions to Detroit's educational staff. Most of them could run any non-professional tasks with a high degree of effectiveness if we could, in fact, relieve the teachers not only of the tedious and routine tasks necessary in any classroom, [illegible] participate in the instruction way can provide more opportunity for individual attention, enrichment and creativity out of [illegible].

The evidence of material just cited permits us to make the following recommendations to the Superintendent of Schools:

1) That we needed to establish city-wide standards for the employment of staff and teacher aides.

2) That we needed to specify the kinds of orientation and training required prior to placement in the classroom.

3) That we needed to provide on-going supervision and evaluation to keep the program moving forward.

4) That we needed to train teachers to effectively utilize aides.

5) That we needed to establish several policies regarding:

   (a) What tasks can aides perform? What needs to be reserved for teachers?

   (b) How do we explain the teacher aide program to parents and community groups?

(c) How much responsibility does the teacher bear for the actions of the aides?

(d) How much discipline and punishment responsibility should be given to the aide?

(e) Are there circumstances which would permit an aide to manage an entire class?

6) That we needed to establish clearly that the selection, employment and training of teacher aides is a public school responsibility, working cooperatively with local universities.

7) That we needed to establish the clear understanding that the teacher aide program serves the basic purpose of the improvement of educational quality in the classroom.

8) That we needed to assure that all teacher aides have the basic skills in clerical, monitorial, routine and sub-professional tasks to insure enhancing learning in the classroom.

The forty participating teachers in the Pilot Project worked out tentative answers to these questions.

With respect to the kind of training that an aide should receive before entering a classroom the teachers unanimously recommend the following:

> Pre-service experience, as in this Pilot Project is necessary, for it provides cultural enrichment, and over-view of problem faced in educating youth, and certain familiarity with the forms and language of the classroom. This training can only be done successfully by local educators themselves and may not be shifted to someone else or some other agency. If follows, too, that the employer must spell out the remuneration and working condition rights of aides if the program is to attract and hold the most qualified candidate.

The teacher felt strongly that minimum qualifications needed to to established for the two specific categories of aides. Staff aides who work in the school but not in the classroom should be 18 years or older and be able to achieve at least at the 7th grade level on a national test. Teachers aides, because they work in a classroom, should be at least 18 years of age and have a minimum 7th grade achievment for elementary school placement.

For junior high school placement a high school diploma, or an equivalency certificate, and minimum 9th grade achievement would be required. For high school placement a high school diploma, or an equivalency certificate, and a minimum 10th grade achievement on a national test.

Detroit's programs with the aide program has become institutionalized to the point that it now appears as a contract item between the Detroit Board of Education and the Detroit Federation of Teachers, Local 231, for the school year July 1, 1966 through July 1, 1967

The following clause appears:

Release from Non-teaching chores

> Aides should be provided to handle most non-teaching chores. The use of teachers to perform non-instructional functions shall be kept to a minimum and positive action shall be taken by the administration to eliminate the need for teachers to perform such functions as soon as funds and staff permit. Positive action will include seeking out and utilizing state and federal funds. In the event that it is necessary to assign teachers to non-teaching duties, it shall be on an equitable basic for the entire staff.

Hopefully as a result of the training experience described in this article, the next contract will speak in terms of the sub-professional role of the teacher aide.

Detroit presently employs approximately 1,000 teacher aides in various parts of the school program. We employ approximately 375 aides in our regular daytime school program; another 500 in our after school (Great Cities), Headstart, Reading Demonstration, etc; another 100 aides are used in miscellaneous programs.

As a further example of the institutionalization of the aide program Detroit now specifies six categories of staff aides beginning at $1.25 per hour at Grade I and going to $2.50 per hour for Grade VI. Staff aides do not work in the classroom but perform duties such as hall monitors, lunchroom aides, audio-visual specialists, clerks, switchboard operators, duplicating machine operators, and general office duties.

The rate of pay for the individual aide depends on education, experience, competency and seniorty. Generally, the staff aide is a person indegenous to the school community and is at or near the poverty level in family income.

For teacher aides we now specify Grade I and II. Grade I pays $2.50 per hour and Grade II, $3.50 per hour. Teacher aides work in the classroom performing clerical, monitorial and sub-professional tasks. Teacher aides are not necessarily indegenous to the community because here the skill required is the most important factor. We there fore find that the teacher aide is not necessarily indigenous nor at the poverty level. Although other things being equal, we would give preference to the person who is both indigenous and in the poverty group.

Detroit is hopeful that the teacher aide program will continue to expand with new emphasis on pre-service and in-service training for staff and teacher aides. We feel that our experience with the Pilot

Project in the Training of Teacher Aides has demonstrated conclusively that the lay person, given required training, can make a major impact on the total educational quality of the school. Properly handled, the teacher aide program can move educational quality forward in a most significant way. It is a new horizon both for education and the aides themselves. It has the potential for both human and educational uplift.